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THE JOURNAL OF EDUCATION

Volume 130 DECEMBER, 1947 Number 9

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It Did Happen in Chicago — MARGARET HANCOCK
Unasked Questions — LEWIS H. CHRISMAN
Must We Take Over? — JAMES N. EMERY
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The Journal of Education

VOLUME 130 DECEMBER, 1947 NUMBER 9

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as we go to press . . .

We are reminded of a little girl we heard about the other day. She had done something naughty and her mother had sat down with her and talked very seriously. The child remained silent, apparently taking the lesson to heart. When the admonition was finished, the little girl said: "Mommy, did you know there are just 34 days to Christmas—and 95 to my birthday?"

This December issue makes us want to extend our Christmas wishes to all our readers. We should like to express it in some new way if all the new ways had not run out so long since. Guess we shall have to repeat the old words "Merry Christmas," just packing into them all the old-fashioned meaning we can lay hold of in the rush of getting ready.

You do not need to be told that Christmas has been over commercialized. No doubt a new record has been set for those total yearly sales of tobacco, liquor and cosmetics which we, as educators, have so often heard about. You know how much more is spent for beauty, smoke and hiccoughs than for education. The other day we discovered that similar comparisons are being used by clergymen to shame the parishioners into doing more for religion.

Many of us are so tired of hearing the statistics used in behalf of our own cause that we shall be glad to turn them over to the churches.

Admittedly it is easier to sell some things than other things, but the "wicked" who make toiletries and fire water do not relax their advertising. How can education expect to get more of the people's money unless it, too, maintains an effective sales campaign?

Some of education's friends are doing a fine selling job for it on the air and in the press. But there is a lot left for school people themselves to do by making their product attractive to boys and girls, by lively, thorough teaching, and by developing good relations with their communities.

One aim of this magazine is to "sell" education to those unhappy people who conduct schools and classes without half realizing how interesting and important their work is or how fruitful it can be made if one goes into it wholeheartedly and cleverly.

Your Textbook Reporter

Contemporary Problems

The troubles of our times, the perplexities and hopes of a modern world have at length been organized under ten unit heads and presented in a text for senior high schools. Its title, *Contemporary Problems Here and Abroad,* precisely indicates what it is all about.

The purpose is to bring together into readily accessible form a mass of material which the class in social studies would otherwise have to procure from a multitude of books, pamphlets, magazines and periodicals, difficult to keep track of and to classify.

The treatment of each unit is extensive and every effort has been made to have controversial matters free from bias. The unit on the U.S.S.R., for instance, reflects the entire political, economic and social system as an outgrowth of Russia's past, and a program directed at certain goals by no means fully reached.

The ten units of the problem book are: The Air Age, World Resources, Latin America and the Future, The British Empire in Transition, The U.S.S.R. and the U.S.A., The Far East and the Western World, Planning for Prosperity, World Government, Schools for the Future, and The Civil and the Military: Keeping Civil Authority Supreme.

CONTEMPORARY PROBLEMS HERE AND ABROAD, by West, Meredith and Wesley. D. C. Heath and Company, Boston. $2.28

Exploring Art

If art is to mean lessons in drawing, painting or clay modeling, then the talented pupils will enjoy and profit from it, but those without talent of that sort will feel themselves failures and will come away with little or no enhancement of their ability to appreciate beauty or to understand its expression in works of art. The answer is a course in art appreciation. But how shall it be taught? Shall we collect the best copies we can find of the celebrated masterpieces and try to see what makes them great? This is one way. Many teachers follow it with a good deal of success. However, an opposite approach is shown in *Exploring Art*—and note the title, quite disarming, inviting to adventure rather than demanding that you be delighted or else.

Here you begin to study color and form with simple materials. You get into three dimensions not by analyzing Greek temples, but by examining the house you live in. And so the course proceeds. You take up the theatre, its scenery and costumes. You consider the matter of clothes and the matter of furniture. You proceed to pictures and the rhythm, balance, composition and other elements that make them pleasing. Textures and media are not overlooked. The book is aptly and strikingly illustrated. You glimpse a masterpiece occasionally, when you are off guard. You don't have to be a born artist to have your eyes opened to see for the first time how beautiful is the world you live in or how you may modify your immediate surroundings away from the ugly and toward the harmonious and appealing. It should be good fun to teach such a course, and, in fact, to take it as a student somewhere in high school. But you must not admit this indiscretion to the college entrance officers. They just couldn't count it at all.

EXPLORING ART, by Kainz and Riley. Harcourt Brace, New York. $2.96

Clothes for You

Every girl should wish to look her best, and how to do this will in many instances prove the most absorbing subject in or out of the school curriculum. *Clothes for You* presents much more than clothes, for it includes hints on health, posture, complexion, hair and all the rest. Always there is attention to the individual and what will be most suitable for a particular type of skin, shape of face, color of hair or general form and figure. Even the sort of personality one possesses is taken into account, as when the shy girl is cautioned against audacious fabrics and patterns. Hats, it seems, are to be taken seriously, and one should never wear a frilly headpiece when applying for a job.

A second portion of the book deals with the problems of the consumer —how to arrive at a budget and then get best values for your money. The student, the office worker — every woman, right on through grandmother — are included in the advice the authors provide.

Part 3 gets down to the point of needlework; the details of fashioning a wardrobe and achieving that custom tailored look.

The style of writing is explicit and often quite flavorful, and there are many helpful illustrations. The textures and qualities of different fabrics receive unusually full consideration.

CLOTHES FOR YOU, by Ryan and Phillips. D. Appleton Century, New York $4.75

Analytical Geometry

A treatise on a phase of mathematics does not need to bear the current year's copyright date to serve its purpose successfully. Occasional uptodating is important, however, since fresh problem material adds zest and since the final word in clearer presentation is forever sought by teachers and students alike.

Analytical Geometry by Nathan and Helmer exemplifies the two developments just mentioned. It refrains from unloading too many concepts at once, preferring to clear the ground of one process or idea before proceeding to the next. And it draws upon aviation, economics, physics and engineering for many of its problems. As to scope, both quadratic and higher curves are considered in the two-dimensional field, and the analytics of space is also taken up. Whether as a preparation for calculus or an end in itself, here is meat for the mind to chew on, though with superfluous bones and gristle removed. Hash and hamburg are precisely what this text is not.

ANALYTIC GEOMETRY, Nathan and Helmer. Prentice-Hall, Inc., New York. $3.50.

The Lands of Middle America

Most of us know very little about the countries and islands immediately to the south and southeast of the United States Yet Mexico, the West Indies and Central America are as varied, picturesque, colorful, rich in

resources, and have as interesting histories and folkways as any area of equal size on the face of the earth If you don't believe it, turn to *Lands of Middle America* and be convinced. This is a supplementary reader, apparently for children in those exploratory years when the world expands and beckons. Fourth, fifth, sixth grades —it hardly matters.

In its 383 pages, with illustrations, hints on pronunciation of Spanish names, and other appurtenances, are chapters of information and description, chapters giving background, and chapters of the usual story sort, where Mr. Adams takes John and Jeanne to visit their long-lost cousins. The children of two countries then compare notes and separate promising to keep on doing so by mail. The story method is not allowed to monopolize the book or to get in the way when straight talk by the authors would be more effective.

THE LANDS OF MIDDLE AMERICA, by Casteneda and others. Macmillan Company, New York $2

The Modern Junior High School

Before us is *The Modern Junior High School* by Gruhn and Douglass. If any one thinks the yord "modern" a bit superfluous, since there is no record of an ancient junior high school, let's compromise by admitting that a junior high school that has not changed in thirty, twenty or even ten years may at least be antiquated.

Yes, this comparatively young type of school has been changing and developing as experience has shown the need. Today the emphasis has been removed from vocational and college preparation. Industrial arts and domestic arts are broadened into courses of a general nature, useful to any one. Extra-class activities and clubs for all sorts of things are in vogue.

The school day is lengthened to make room for a full and varied program. Guidance has become a keynote. More time is given to music in more forms; also to art. Adolescence is a time for gangs—so make them gangs with a purpose. It is a time for learning to study, to get along with other people, to investigate. These and other aspects of the situation are described in the book.

The philosophy of these schools is pointed out. And there are hints on improvements yet to come or already emerging here and there. More attention to skills and knowledge, one sees, is desired. Also more attention to the individual pupil and his problems. We cannot neglect the disciplines of life entirely for three years. But it is nice to make those years as happy as we can and as full of spontaneous learning. The book tells how.

THE MODERN JUNIOR HIGH SCHOOL, by Gruhn and Douglass. Ronald Press, New York. $4.50

The World's History

Condensing the history of mankind into a single volume for school use is a challenging task and one which too often results in a hodgepodge of random selections, strange emphases and omissions, and about as little sense of continuity as one gets from the complete time table of the New York Central lines.

So we look for disappointments as we pick up *The World's History*, hot off the press, and we are disappointed not to find it disappointing in the ways above hinted. The authors appear to have grasped the meaning of human progress and to have traced it from the beginning through the four earliest centers of civilization to the present age of many races, nations and relationships, without the anticipated broken connections or those tantalizing hints of episodes there wasn't space to tell.

Facts in isolation or in a tangled mass are what make history a bore. Facts and events that lead to other facts and events are what make it a pleasure and a profit. Here seems to be a record of movements and changes that have made the various sections of the globe what they are today. It would be almost as—dare we say?—thrilling even without the lure of illustrations, maps and charts that render it so physically vivid.

A particular point has been made of showing where the United States fits into the whole affair, though there is no attempt to cover this portion of history for its own sake.

We take back what we said about its being a challenge. Now that it is done, it looks quite simple. No doubt old Pythagoras felt that way when he had put the Q.E.D. on his demonstration of the right triangle theorem. It had to come the way it did.

THE WORLD'S HISTORY, by Lane, Goldman, and Hunt. Harcourt Brace and Company, New York. $3.20

Radio, Motion Picture And Reading Interests

On what do high school students feed their minds outside of schools? The tastes of more than three hundred students in one Newark high school with respect to radio, movies, magazines, comic strips, funny books and books in general were investigated by an English teacher. Her findings have been published in a compact volume labeled *Radio, Motion Picture and Reading Interests.*

Pupils were considered as to age, sex, intelligence and socio-economic status. They were quizzed this way and that to determine whether any particular group preferred one medium to another. The search was made with checklists and all the techniques of the trained researcher. Although radio proved a universally popular medium, most of the radio fans were just as interested in similar types of entertainment obtained from other media. Adventure, humor and love were attractive in varying degrees to different individuals—the boys leaning to adventure and the girls to love. These themes rather than the media themselves seemed to direct the choice of leisure language activities. The liking for humor increased somewhat with age, while that for funny books diminished. The more intelligent were found to read more books. And so it went. The main lesson for English teachers is — first, to recognize the great variety of ways their pupils receive mental impressions aside from books, and secondly, the need for taking these media into account and trying to teach discrimination and to capitalize upon all these receptive modes and interests to guide pupils into better and better reading, listening and seeing. One ex-teacher who examined the book remarked, "I wish I had known all this when I was worrying about my English classes and why they didn't fall all over themselves to read the books I suggested."

RADIO, MOTION PICTURE AND READING INTERESTS, by Alice P. Sterner. Teachers College (Columbia) Bureau of Publications, New York. $2.10

Editorials

Latin As Key to Study

In a certain large high school a chemistry teacher is convinced that those of her students who have taken two or three years of Latin, are much more able to grasp what is in their chemistry text than are those without Latin. In the same school a teacher of biology advises every student he meets not to waste his time on Latin.

Who is right?

We happen to have before us a report of a study Carroll H. Miller made of technical words occurring in biology texts of high school level. The purpose was to find out if terms of Latin or Greek origin could be made easier for the student by giving him some preliminary drill on Latin and Greek roots. Happily for the prospective victims, it was found that such preparation would not be practicable, since almost eighty per cent of the Latin and Greek roots occurred in only a single biological term each.

Incidentally it was learned that a little more than half the technical words common to high school biology texts came from Latin, a third from Greek, and the rest from other sources.

Should a young person be advised to study Latin in the hope that he may pick up some Latin words that he will encounter later in biology, chemistry or another science?

This would be rather narrow reasoning. Friends of Latin do not help their favorite study by claiming for it values that it does not possess.

The worth of Latin to a student of any science arises from several causes. First of all, the student of Latin loses his fear of three- and four-syllable words. Again, he gains a habit of noticing derivations, discovering English words having the same root, so that, when a new word is met in reading, he may often have the pleasure of figuring it out on his own. A third value from Latin or any other foreign language comes from translating—the act of selecting the precise word needed to convey the thought in English.

Since facility in reading English prose of more or less difficulty is essential for any person seeking an education, especially in a college, technical or professional school, a thorough familiarity with words is decidedly an asset. There can be little doubt that the youngster who works at Latin conscientiously, really digging it out for himself and making the most of the word facts and relationships that come up from day to day, will gain substantially in the ability to read, understand and make use of the English language.

Remember that we are discussing here only the question whether Latin is an aid to English—not whether a firsthand knowledge of the ancient classics adds depth and richness to life, nor whether the Latin student acquires a power of concentration which may last through life. Your true Latinists affirm these values also.

As in the case of icebergs, it is easier to measure the part of Latin that shows on top than the part that's below the surface.

Honor Among Examinees

Among the ghosts that haunted education in that Chicago of the shady past, was the ghost writer who conveniently took examinations in place of real candidates for school positions such as principalships. Some of the real candidates, no doubt, were nervous. Anyhow the new administration, without casting aspersions on its predecessor, intends to make sure that the competitive examinations are written by the candidates themselves. To this end, both a photograph and a signature will be required, and comparisons will be duly made before the examinees sit down to scribble their answers.

We are reminded of the college professor who put his students on their honor at the outset of a quiz, and added that they were to sit three chairs apart and in alternate rows.

Chicago will doubtless look up the character records of its candidates. But passports will be passports.

Smaller Classes

Virtually every nameable problem that vexes the people's schools can be found intensified and multiplied in the great city of New York. Yet that city is fortunate in having among its busy, bejostled population, a number possessing leadership and judgment who give freely of their time for civic betterment, and it is largely due to such persons, working in organized groups, that the New York schools are protected from political racketeers and maintained on a fair level of efficiency.

A group calling itself a Citizens' Committee for Children is just now recommending certain changes in the New York schools. First and most outstanding of these is a reduction in the size of classes

throughout the system to a norm of twenty-five, with atypical children served in classes of fifteen.

Recognizing that such a rearrangement would be enormously costly in both equipment and personnel, the committee presses for an immediate addition of a thousand teachers. This we estimate to be a mere two percent of the present number, scarcely enough to make a dent in the size of classes but a step in the right direction.

This problem of class size is one that tends to solve itself in communities with diminishing school populations, and by the same token to grow worse where new people are moving in or birthrates are on the increase. Under the former conditions, citizens should support their school boards and administrators in letting class size shrink while not reducing the number of teachers proportionately. The smaller classes will prove an excellent investment by reason of the greater share of attention given to each pupil.

The places where population grows constantly are confronted with a harder problem — offset to some extent by the fact that these localities are presumably prosperous and taxable assets on the increase.

Meanwhile, we congratulate that citizens' group of Gotham upon its wisdom in not asking the impossible at a single jump.

When Veterans March Off

America's privately endowed universities and colleges are not too serene as they contemplate the future. They have passed through seven years of acrobatic readjustment, first to prepare selected groups for certain types of military service, next to accommodate thousands of veterans. No administrative officer really knows what enrolments will be when the GI bill of rights ceases to be a major factor in supplying students. No doubt there will be a slump. At least another readjustment.

Meanwhile, the costs of operation have gone up. With federal funds no longer flowing in as veterans' tuition, and with endowments yielding less than once they did, where will these institutions get sufficient incomes to maintain their teaching and research?

Any one can see what the next move will be: namely, to ask the federal government for direct or indirect assistance. (Our guess is that it will be indirect.) Naturally it will be necessary to increase tuition charges. Since this will discriminate against young citizens from the lower income families, efforts will be made to persuade Congress that a system of federal scholarships should be inaugurated, not for veterans alone but for civilian youths of superior ability who could not pay for advanced instruction without such help.

The program, if adopted, will not be free from dangers. President Karl T. Compton of Massachusetts Tech has already warned that there must be safeguards against the lowering of admission standards that occurred when state universities were established and required to admit every high school graduate who knocked at their doors. Another danger is the loss of that initiative and stamina which enabled so many young Americans to win an education by their own efforts.

Now while campuses are crowded and finances not too strained, university heads and educational statesmen—have we any?—will do well to work out as nearly ideal a solution as they can find.

Teacher As Example

The biggest, homeliest, reddest nose ever seen on a human face belonged to a man whose mind was keener when he was half drunk than most people's are when sober. He was a teacher. He could have taught in high school and prepared boys to pass college exams with flying colors. But he never got that far. Instead, he vibrated from one country school to another. Any school district could buy his services at a bargain and keep him until the patrons made a fuss. The end always came when his excellence as a teacher became overshadowed by an outbreak of bad temper, due to drink.

The question of a teacher's personal habits remains an issue, unsettled by the protests of the profession against the so-called double standard. Few teachers really like to be denied the freedom of behavior accorded to other members of the community. If others drink and smoke and have a good time generally, what right have school authorities to fasten a different code on them?

The reply given by employers is to the effect that teachers are dealing with impressionable young people and ought to be examples of the best. Teachers agree, but still are irked.

We think the trouble arises more from the sense of unjust compulsion than from any actual intention of raising whoopee or blowing smoke into the eyes of pupils or the public.

The vast majority of teachers are conscientious. They know the importance of example—though they often wonder if their young charges are half so much affected by teachers' conduct as by that of some more prominent and financially successful citizens. Still, the average teacher has chosen to educate and serve. Remove the admonitions and taboos and the chances are that inward compulsions will prevent his running wild and leading his flock over a moral precipice.

It is the imposition of rules from the outside, rules tending to make him an artificial angel unlike the men and women all around him and socially isolated from them, that humiliates and hurts.

SCHOOL RADIO AIDS WORLD FRIENDSHIP

GERTRUDE NOVOKOVSKY
Radio Assistant
Philadelphia Public Schools

THE Preamble to the Constitution of the United Nations Educational, Scientific, and Cultural Organization reads:

"Since wars begin in the minds of men, it is in the *minds of men* that the defences of peace must be constructed. *Ignorance* of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war!"

We, in the United States, know too little about the peoples of other lands. We should learn more. We should know how they live; what problems they face; what their work is like. We should find out enough about their history, conditions, and hopes, to understand why they act as they do.

Our hope for a happy future for America and for humanity lies in recognizing one another's problems; in eradicating prejudice, in spreading intelligence and in striving for better human understanding of our World Neighbors!

Radio has a special usefulness as well as a responsibility in developing a consciousness of world citizenship, and in Philadelphia, as in other cities and towns throughout the nation, a determined effort is being made to live up to this great responsibility.

Every week more than two hundred and thirty-six thousand pupils in ninety-two percent of the Public Schools of Philadelphia hear radio programs as a part of their regular classroom activities. Programs for in-school listening are planned by a Radio Committee of the Philadelphia Public Schools under the chairmanship of Miss Gertrude A. Golden. The radio bill-of-fare includes eighteen programs each week from kindergarten through grade twelve, in various subject fields. With as many of these programs as possible the world citizenship goal is kept in mind. Programs are designed to help us know and appreciate people of other lands. Regular broadcasts on such subjects as music, literature, health and nature are utilized to develop intercultural ideas. Among the in-school programs designed to build an appreciation of peoples of other lands are the following:

The American Adventure which tells in dramatic form, the story of the New World. The current South American edition of the American Adventure is produced with the express purpose of promoting good will and better understanding between two continents of the Western Hemisphere. The series encourages free classroom discussion of our neighbors in South America, stimulates interest in reading more about them, and in learning of their culture, ways and traditions. South American songs and dances are taught, original poems and stories are written, vocabulary lists of Spanish words develop, and friezes, drawings, and books of clippings are made. Teachers using the series are firm in the belief that their classes are getting a clearer understanding of and feeling for the South American way of life.

Once Upon a Time. Another program available to Philadelphia teachers, dramatizes "stories our world neighbors tell," and presents the myths and legends of every country in the world in such a way that world neighbors take on a new importance. The stories enlarge the concepts of the young audience and make for a happier understanding of all the peoples of the earth.

The Adventures of Filbert the Flea is helping to mould young Philadelphians into good citizens of the world also. Filbert romps across the air waves of WFIL every Thursday at 2:15 to teach lessons in understanding, in fair play, in safety, and in good health habits. Filbert shares every program with boys and girls of some school who present a short drama which further emphasizes the lesson taught by the story. One group of children uses Filbert's behavior as a yardstick. Whenever class problems arise, the children say, "How would Filbert do this? What would Filbert say?" Thus attitudes and behavior are moulded through the inspiration of what a radio man from Australia recently called "edutainment."

Magic of Books—Another program which helps to establish the ideal of world citizenship is a story hour, "Magic of Books," broadcast over WFIL every Wednesday at 2:15. The program presents stories of all countries. Genuine understanding and appreciation of the people of other lands develop through the acquaintance with their stories. As one teacher put it "The story of Peter and Wendy made England seem very close to us. And England and all the other countries seem closer when on Friday at 2:15 the "Music In the Air" program follows through with the music of the country that has been represented on the story hour on Wednesday." Thus, music, the universal language, combines with the universal love of a good story to emphasize the fact that all men are fundamentally alike, and that

the world has grown so small that all men are close neighbors.

Junior Town Meeting designed to "Help Youth Build Today for a Better Tomorrow," acts as a powerful motivating force in the high schools. On this program, boys and girls hear youngsters of their own age discuss the atomic bomb, the problems of world peace, the local housing problem, unemployment compensation, and follow the program with spirited discussions of their own. Students are given an opportunity to express their opinions, clarify their thinking, and weigh the arguments which they hear. It is all part of training them to think for themselves, not to accept dogmatic beliefs. It gives them the experience of trying to form their own hypothesis, and thus prepares them to take their places as citizens of a free world. The international aspect of juvenile delinquency was aired in a special two-way broadcast recently by KYW when the Philadelphia Westinghouse Station joined with the British Broadcasting Corporation to present a Trans-Atlantic discussion of the topic. Philadelphia students spoke from the KYW studios with English students talking from the British Broadcasting Corporation studios in London. This broadcast, an excellent means of bringing about a better understanding, succeeded in exploding many misconceptions. British youth are not some strange species, but boys and girls like our own. Much was learned about them from the broadcast. The English students like those of Philadelphia are interested in education, decent living, sports, club work. Here is a splendid means of clarifying opinions of our neighbors.

There is an old German proverb "beyond the mountains there are also people,." Our programs have, we hope, developed a feeling of equal and open friendship for people across frontiers and across seas, through understanding of their literature, music, their culture, their aspirations. Can this be accomplished through broadcasting? The answer is no! It's a start, but only that. What then, does radio do?

In Summary:

1. Radio can and does highlight basic similarities of mankind.

2. It can and does stress the contribution of each nation to common fields.

3. It can and does serve to humanize people in other countries so that, instead of being strangers, they become people we *know* and respect.

Radio affords an opportunity to know and understand one another, to feel sympathy toward one another. Knowledge, understanding, sympathy—the three indispensable ingredients of true peace!

IT DID HAPPEN IN CHICAGO

MARGARET HANCOCK
Editor, Chicago Schools
Chicago, Illinois

THE BULLET that missed President Roosevelt and killed Mayor Cermak in 1933 did another far-reaching injury to Chicago. Edward Kelly (of Drainage Canal ill-fame) was appointed Mayor. Late in May he filled the vacancies on the Board of Education with five men new to education, including his close friend James McCahey, who was elected President. Early in July two more members were named, equally unfamiliar with the schools.

On July 12, 1933, after three hours of private meeting from which the public, *including Superintendent Bogan,* were barred, this seven-weeks-old Board of Education held a 20-minute public session in which they wrecked the schools as completely as an atom bomb might today. They eliminated the city Junior College, all junior high schools, one half of the elementary principals, half of the kindergartens, all physical education, manual training, and household arts in elementary schools, deans and vocational guidance in high schools, all breathing spells or rest periods in the teacher's day, and one full month of the school year — to enumerate the most conspicuous of the many "economies" ordered.

Public indignation flamed. Forty civic groups organized with the teachers into Citizens' Save Our Schools Committee, to convert this indignation into action. On July 21 some 25,000 citiezns filled the Chicago Stadium, listened to prominent speakers, including Superintendent Bogan, and demanded that the wrecking program be withdrawn. On July 26 a petition to the same effect was presented to the Board, signed by 350,000.

Confronted by this storm of disapproval, Mayor Kelly and McCahey sat back smugly and did nothing. About November 1, 1933, they published and distributed to people's homes a 16-page pamphlet justifying and glorifying their Economy Program. "Every change provided for in its program of economy has been one which will result in benefit to the pupil, the taxpayer, and the employe of the Board of Education. There has been no curtailment of educational activity. All the so-called 'tool' subjects (reading, writing,

arithmetic, etc.) have been retained."

The Save Our Schools Committee distributed about 3,000,000 pieces of printed matter in its first four months. Then, since it was clear the city politicians were thumbing their noses at the public, the civic groups settled down to a long war. At times of special excitement, they were supported by the press. *The Herald and Examiner* (Hearst) was most prominent in the 1933 fight. *The Daily News*, especially under Colonel Frank Knox, consistently gave honest, effective school news and some pointed editorials. We still rely upon them. More recently the *Sun*, under the leadership of Marshall Field, has carried on a persistent campaign (in close cooperation with the Citizens Schools Committee) to keep before the public the vicious facts of the Kelly-McCahey-Johnson control of the schools of Chicago.

By 1936 Chicago teachers were being paid again, and outsiders thought the schools were back to normal. On the contrary, conditions grew worse and worse. William H. Johnson was named Superintendent. He engineered the infamous 1936-37 examination for principals, in which, of the 155 who passed, 122 had been prepared by him in paid classes. These principals received rapid promotion and soon controlled the Principals' Club and all key positions in the schools. Johnson boasted of his spy system, and effectively stopped free speech among teachers and honest treatment of civic topics in classes. He flooded the schools with textbooks bearing his name as author. McCahey, boasting that he had saved the schools from financial ruin, was repeatedly reappointed and annually re-elected President, and ran the Board, the Superintendent, and the schools from his office with complete disregard for educational values. Mayor Kelly, hedging only during political campaigns, supported his friend Jim at all points, and still says that he knows nothing wrong with McCahey's conduct of the schools.

Over the years some slight gains were won by the civic groups held together and stimulated by the Citizens Schools Committee, into which the S. O. S. Committee had developed. But the tide turned only when the National Education Association was induced to make an investigation through its Commission for the Defense of Democracy Through Education. After an exhaustive study of the facts in 1944-45, blocked at every point by the McCahey Board, the committee of the N. E. A. issued a report giving in detail the whole shocking story of the Chicago situation. In January 1946, the N. E. A. expelled Johnson from membership for "flagrant violation" of its code of professional ethics. Kelly, McCahey, and Johnson insolently disregarded all the charges. From June 1945 to March 1946 the Citizens Schools Committee spread 25,000 copies of the N. E. A. Report and 30,000 digests of it among citizens groups of all kinds and fanned the smouldering flames of public wrath. In March 1946, with the help of Alderman James B. Waller, they forced a hearing of the charges before a sub-committee of the City Council. For two days all the damning facts were presented, by representatives of 42 organizations—and ten days later the sub-committee and the Council gave a complete whitewash and vote of approval to the McCahey-Johnson record!

They committed the tactical blunder of adding that the N. E. A. had no jurisdiction in the case; that Chicago's schools were approved by the North Central Association. Two days later the North Central Association, then in session in Chicago, announced that it would cease to accredit Chicago's high schools unless the Board of Education was made politically independent and the administrative responsibility for the schools was centered in the Superintendent instead of in the President of the Board. Mayor Kelly, frightened at last, appointed within 48 hours (April 1, 1946) an Advisory Committee composed of the president of the North Central Association and five college or university presidents. He promised to abide by their recommendations, but was undoubtedly shocked when, on June 17, they reported 1) that Johnson should resign, 2) that the Mayor should create a permanent representative commission to make nominations to the school board, and 3) that he then start with a "clean slate" in forming a new board.

Johnson resigned at once—and was promptly given by the Board a $1,000-a-month job as Vice-President of the City College, a job created for him which he still holds. The Mayor named a Commission on Nominations of 15 fairly representative citizens. The Chairman of the Commission was President Henry T. Heald of the Illinois Institute of Technology, who as Chairman of the earlier Advisory Committee deserves much of the credit for their drastic and life-saving recommendations. But only one Board member took the invitation and resigned. Others were pushed out during the summer by one means or another until six vacancies existed, which the Mayor filled in September from 12 nominees of the Commission. The resulting Board began at once to hold open meetings and face their problems honestly and intelligently, though still handicapped by the five old members who hung on. President McCahey, the one man most completely and directly responsible for this long "Dark Ages" period in the schools, whose withdrawal was required if the schools were to be accredited, resigned when Mayor Kelly left office. For Kelly, on the advice of his machine, had found it expedient not to run again for mayor.

In the mayoral campaign "good schools" actually became a slogan of both parties, not an issue.

The reformed Board worked actively with citizen groups for increase of teachers' salaries, and for state legislation making the "General Superintendent" the chief and only executive officer of the schools. It then chose wisely the new Superintendent, Herold C. Hunt, then of Kansas City, who has taken up his challenging problem with vigor, courage, and understanding. Mayor Kennelly has backed the Board and the Superintendent publicly and privately, proving that he *means* his slogan "You cannot have a great city without a great school system." And, despite the scores of Johnson appointees still in conspicuous administrative positions, the schools of Chicago opened this fall with a sense of confidence, and hope, and enthusiasm like a breath of fresh, invigorating air.

It is typical of the new Superintendent and his new program that the examination for principals in December will be open to any qualified person in the country, and that it will be given and graded by the American Council on Education, *not* by local examiners.

UNASKED QUESTIONS

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FILLING out questionnaires is an indoor sport in which many of us are not allowed to grow rusty. There is little break in the steady stream of them which flows to the desk of the educational administrator and the college professor. Some are from graduate schools inquiring about the capacity of students who are planning to go farther. More have to do with the qualifications of prospective teachers.

Just now I am thinking especially of the latter. Some are easy to fill out; others necessitate long debates between a desire to be kind and an obligation to be truthful. Once upon a time, in spite of the usual promise to hold my reply inviolable, a letter which I had written in reply to an inquiry from a school official fell into the hands of its subject. Although I had painfully done my best for him, he was not pleased with the result and wrote sarcastically thanking me for "my skillfully worded recommendation." There is more to the story, but this is not the place to tell it. The subject of this article has to do primarily with certain important qualifications for effective teaching which, judging by the typical questionnaire, are almost invariably ignored.

Just now, try as hard as I can, I cannot remember an instance of receiving any inquiry about whether or not a candidate for a teaching position had the capacity to think accurately, clearly, and creatively. With regard to educational matters different generations speak different dialects. The texts in education today are not written in the same language as those of thirty years ago. But now as then there is no disposition to ignore or minimize the importance of the type of training which will produce correct and effective thinking. It was in 1901 in a Phi Beta Kappa address entitled "Five Evidences of an Education" that Nicholas Murray Butler stated that one of the evidences is "the power and habit of reflection."

And today we find the same idea given a prominent place in most statements of educational objectives. This is evidenced in the statement of aims in most current college catalogues. For example, one states: "The primary work of the Liberal Arts College is held to be the acquiring of knowledge, the cultivation of truth." Another mentions as an objective: "Ability and disposition to think clearly, objectively, independently, and constructively." And a third lists among its aims: "An ability to think honestly, clearly, and constructively."

All this implies that teachers should be able to meet this requirement of the capacity for honest, independent, correct thinking. The fact that it receives so little attention in questionnaires prepared for the purpose of collecting information concerning prospective teachers may indicate that it is taken for granted. The reasoning may be that if a person has a collegiate degree, topped with more or less graduate work, there is no question about his ability to think. There is, though, not the slightest doubt that the plain facts of the case do not justify such optimism.

One of the qualifications for effective thinking is the habit and ability to do first-hand thinking. The tendency to unconsciously depend upon authorities, to reflect the attitudes prevalent in our environment, to be uncritically obsequious to the mandates of custom is paralyzing to the capacity for creative thought. The teacher who comes from graduate school filled to the brim with clichés that he has not thought through for himself will not be a force that makes for real thinking.

But in the realm of thinking

there are sins of commission as well as omission. Robert H. Thouless suggests this in the very title of his especially stimulating book, *Straight and Crooked Thinking.* Sometimes "crooked thinking" is the result of an effort to see things as we want to see them rather than as they are. Closely akin to such rationalization is the habit of making judgments by using our emotions rather than our minds. There are laws of thought which cannot be violated without resulting in false conclusions. And he who habitually makes them ultimately becomes a personified conglomeration of error, insincerity, and falsehood. For such a person there is no legitimate place in the teaching profession.

Another essential qualification for effective teaching which appears very seldom in questionnaires is the possession of intellectual zest, an enthusiastic interest in things of the mind. One of the marks of a genuine liberal education is the capacity to appreciate the joys of the mind. Alexander Meiklejohn says: "Apart from some of the experiences of friendship and sympathy I doubt if there are any human interests so permanently satisfying, so fine and splendid in themselves, as those of intellectual activity." In recent years the machinery of education has become increasingly complicated. Yet in the midst of changes innumerable, no one who has thought intelligently about educational aims and objectives would dream of denying that it is one of the primary functions of the teacher to inspire in boys and girls a delight in things intellectual.

And this, like any discussion of teaching objectives, takes us back to the teacher. Can a teacher without a love of learning inspire zest for ideas on the part of the student? The question answers itself. It is hard to do any thinking in this field without recalling Chaucer's noble line in his description of the Clerk of Oxenford: "And gladly wolde he lerne and gladly teche." Once I stunned a candidate for a position by asking him, "Do you enjoy teaching?" An inability to answer this question in the affirmative is a major disqualification. He who does not enjoy teaching cannot teach. If the teacher lacks intellectual enthusiasm, it will be an absent quantity in his classroom. And behind any love of teaching lies a love of learning.

If I should speak of an interest in the prospective teacher's use of the mother tongue as an "unasked question," I should be open to some criticism. Probably in this connection the one who fills out the questionnaire is more to blame than the one who prepares it. Here the trouble is that of imperfect interpretation. When we are asked about a candidate's English, we are likely to give him a clean bill of health if his language is free from gross illiteracies. Although the habitual use of respectable grammar is an irreducible minimum, it does not cover the whole situation. Good English consists of words that hit the mark, and sentences that march rather than sprawl or drowse. It has life, color, and sparkle.

Several years ago Maury Maverick published an article entitled "The Case against 'Gobbledygook'," dealing with big, foolish, wasted words used especially in our Nation's Capitol and its environs. But this language is by no means confined to governmental departments. Dr. Rudolf Flesch in his highly significant book, *The Art of Plain Talk,* states that almost all non-fiction produced nowadays is pale, colorless, motionless and flat as paper. An afternoon spent in the reading of excessively scholarly publications is often a depressing experience. Joseph A. Brandt, writing from his experience as the publisher of the scholarship of three of our great universities refers to "the monstrous terminology" used in certain fields of knowledge and says, "Terminologitis has swept, like an uncontrollable fire, from the pure sciences into the social sciences and even into the humanities." The teacher should flee from terminologitis as from a noisesome pestilence. He must speak a language which compels attention and sticks in the mind of the hearer.

Another question which is seldom asked is whether or not the applicant has a creative imagination. President Eliot once expressed the opinion that "The imagination is the greatest of human powers, no matter in what field it works—in art or literature, in mechanical invention, in science, government, commerce or religion, and the training of the imagination is, therefore, far the most important part of education." If we agree with this statement, we cannot deny that the possession of this qualification is a fundamental requirement for effective teaching. In the series of lectures on *Literary Study and the Scholarly Profession,* which Hardin Craig delivered at the University of Washington in 1944 we read the following: "I am interested, however, in a discrimination in higher education between mere production and the modification within the mind which we sometimes call thinking and by which we sometimes mean activity of the imagination." It is this "activity of the imagination" which differentiates living knowledge from dead facts. Imagination marshals images from our past experiences and makes them serve our present needs. It plays a part in every phase of the learning process.

It is easy to see that without the possession of a trained, vivid imagination literature can neither be studied nor taught. Here the student does not simply grind out the meanings of words and sentences with a bald literalness. The author suggests to him sense images from his own past. To study a poem by Browning or Wordsworth is to have a vicarious experience.

In history the connection is almost as apparent. It is hard to imagine anyone's reading Theodore Roosevelt's *The Winning of the West* or Robert L. Kincaid's *The Wilderness Road* without feeling the thrill of heroic men and days. Yet without the power of imagination the great drama of a nation's past becomes a mere formal recital of dead facts. Lewis Mumford in describing his teacher of chemistry, Charles Baskerville, says that in performing a demonstration he was not merely conveying certain facts but living through every aspect of the demonstration. Because the chemical theorem which was being established by that particular demonstration was a vital emotional experience to him he made it real to those whom he was teaching. What Hoyt Hudson called "The Arm of Imagination" is an essential factor in all teaching procedure.

ACROSS THE OFFICE DESK

Must We Take Over?

JAMES N. EMERY

TWO POLICE inspectors have just walked out of my office, after spending half an hour questioning young Tommy B——. Tommy is a cocky, self-assertive young eleven-year-old, who was inclined at first to answer the officers' questions with queries of his own, and put on a brash front. But Tommy's self-assurance melted before the inspectors' kindly but shrewd questioning, and he burst into a voluble confession as to his part in breaking and entering into one of a series of new cottages almost completed, into which the owners were preparing to move.

Yes, he had met Butch and Irish and Jimmy and Bill on the street-corner on the way home. (Junior high boys—I had most of them last year.) They had been hanging around the corner smoking and waiting for something to turn up. It was getting dark; the workmen had packed up their tools and gone home. They looked at Tommy, coming down the street. "Hi, Pewee, c'm here!"

No, Tommy hadn't gone home from school yet, although it was getting close to suppertime. Why not? He shrugged his shoulders.

They slipped around to the back of the house, pried up a window that as yet hadn't been provided with catches. As Tommy was the smallest and lightest, they boosted him headfirst inside. They made quick work of looting what they could see in the gathering dusk—two radios, some carpenters' tools, planes, saws, a hammer, some paintbrushes, part of a keg of nails, almost priceless items in these days of shortages. Tommy's share of the loot was two paintbrushes, which he took home and concealed, not too successfully, in the cellar.

Well, the story leaked out. The inspectors by patiently following up one small lead after another, managed to get the whole tale. Butch Robinson was the leader of the gang. The radios right now were hidden in his attic, and one of the planes, a hammer, etc. It's just another sordid little story of juvenile crime, only it happened to bring back remembrances of last year, when Butch was in my sixth grade. Mr. Robinson called me up, I recall, demanding that the truant officer be sent to his home. As Butch's frequent truancies had been bothering us for some time, we were glad to oblige. But Mr. Robinson added that Butch, Johnnie to him, was playing out in the yard at that time. I suggested that it would be much better if he brought the youngster himself—avoid unpleasant publicity, and that sort of thing.

"He won't come. I just can't make him." And Mr. Robinson was inclined to blame the school for not making Johnnie attend. With superb egotism, he refused to realize that he had any responsibility in the matter himself, suggested that it was our fault for not making the school attractive enough so that Johnnie would *want* to attend. But he just simply couldn't make Johnnie go.

Johnnie — or Butch — was thirteen then. He got away with defying his father on that issue, and the father didn't have what we might euphemistically call intestinal fortitude enough to make Johnnie obey — although he expects us to do it.

Well, the police have finally taken over. But it is a case where a little firmness at home in the first place might have resulted in Butch's staying on the right track. It's going to be a long and hard pull to get him back to his right place in society.

And just as I am about to leave the office, comes a telephone call. It's not a very serious matter this time in itself—but it ties in along the same line—lack of parental control. Let's listen:

"Is this the principal? Well—will you speak to Davie Parker and tell him to put on his rubbers when he goes out? I can't do a thing with him. I told him to put on his rubbers when he left for school this morning, and he just laughed at me and walked right

out. I thought if you just said a word to him—and would you tell him to keep his hair brushed and his necktie tied? He is so careless about such things — and I can't *make* him do it—"

Maybe I have a duty in regard to Davie. But I have already gone through the personal problem not too many years ago of inducing a half-grown son to wear his rubbers in wet weather, and keeping his hair and teeth brushed, and his tie knotted—and I felt it was my personal problem as a dad, rather than leaving it for the school. I wanted to tell Mrs. Parker (if I dared) that if she hasn't any more control over her nine-year-old son than that, she can hardly expect us at school to take over all the parental care that she is dodging—and that we can't supply the backbone that she as a parent ought to have.

There was once a time when a hairbrush—and a woodshed—was standard equipment in every old-fashioned home.

ANY WOMAN WOULD KNOW

ALDEN J. CARR
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"BUT WHY, Janice, why?"

Edward Martin, English teacher at Peacedale High School, leaned forward in his chair and stared anxiously into the troubled face of the senior girl sitting opposite him.

What a blow this was! Here he was, responsible for producing the annual senior play, something the whole town looked forward to as an event of the first importance. And here was the most talented member of the senior class—the one he had counted on to take the leading role — confronting him with a half-frightened but persistent "No."

"Why, Janice?" he asked again. "Can't you give me one good reason why you won't take the part? Just one?"

He saw her take a deep breath as if she might indeed tell him.

Then the momentary resolution faded from her face, and once again she faltered, "I - I'm really dreadfully sorry, Mr. Martin, but I can't take the part. And I - I simply can't tell you why."

With that she got up and turned away. As she walked toward the door, Edward Martin noticed that her shoulders were shaking as if, perhaps, she were crying.

Martin sighed. What a miserable business this teaching was. No matter how hard you worked or how much you tried, things always went wrong. If the senior play were a flop, as it probably would be without Janice, he might get fired, and all the work he had done in his regular classes wouldn't count for a plugged nickel.

Well, he could resign now, without waiting to get fired. Might as well. He could go back to the farm and raise chickens. Probably Claire, his wife, would not like that, but she would go if he went. It was true hens were a nuisance, as Claire always said, but at least they didn't get temperamental and spoil all your plans.

He pulled open a drawer and fumbled for a piece of stationery on which to write his resignation. As he did so, he thought again of Janice and he felt suddenly ashamed. After all, the happiness of his students meant something real to him. That was the worst of it. He had picked the play partly because the leading role would give Janice a chance to show her real ability.

He glanced again at the playbook, at the description of the character Janice was to have portrayed. "Tall, blonde, serious and reliable, yet sympathetic, happy, and fun-loving"—that was the way the play described her, and every adjective fitted Janice to perfection. Of course there was the phrase, "glamorous in a long white flowing gown." The words caught at his fancy. How well Janice would look in white! How the audience would exclaim over her! Hang it all, why did she have to be so difficult?

That question was still haunting him as, later that afternoon, he turned up the dirt road toward Janice's house. He glanced with mingled interest and apprehension at the low yellow cottage before him. The thought came to him that, though the town was small, he had never been there before. He had met Janice's parents at Grange meetings—but he had always been too busy to go to the house. He could not help wondering what would happen. Would he see Janice? What awkward situation would develop?

He need not have worried. He did not see Janice. Her mother said she was very busy helping her younger sisters get ready for supper and could not come down. Neither would Janice's mother tell him why Janice had refused the part. "You'll have to ask her," was all Mrs. Blair would say. "I leave all school matters to her to decide."

As Edward Martin trudged toward home, he kicked the dust dejectedly. He began to imagine all sorts of reasons for Janice's attitude. Perhaps she did not care to be in a play under his direction. Perhaps his students really disliked him. He didn't un-

derstand the girls very well, he admitted. Perhaps Janice had always been polite to him just to get a good mark and actually grinned and giggled at him behind his back. Perhaps—

He was still so busy "perhapsing" when he sat down to supper that he started to dip up his soup with his fork. A moment later he was trying in vain to dodge his wife's stare.

"Well," she said at last, "what's gone wrong now?"

"Oh, nothing—"

"Come on, Edward. What is it?"

Edward gradually unloaded the story, and was neither surprised or pleased when she punctuated his last sentence with a burst of laughter.

"I don't see what's so funny," he blurted, reddening. "You won't think it's funny when I get fired."

"Oh, you aren't going to get fired, in the first place. And in the second place, the reason for Janice's refusal is as plain as the nose on your face, but trust a man not to see it."

"It is! What is it?"

"You were just in her house. You know there are five other girls in the family. You saw the condition of the furniture, didn't you?"

"Yes—they're not so rich. So what?"

"So the part calls for a white dress and Janice hasn't got one and couldn't possibly get one in a century. That's so what."

Edward Martin stared. 'You're sure?" he insisted. "You're sure that's it?"

"Of course."

"But—but why wouldn't she tell me?"

"How could she? Just put yourself in her place. How could she?"

"Well, I suppose she couldn't. But, well—what can I do? I suppose I could buy one and give it to her."

"Well, I don't suppose. First, you would hurt Janice beyond words. Second, you would start enough gossip to really get yourself fired. And in the third place, if you've got enough money to buy someone a new dress, how about me? I could use one myself."

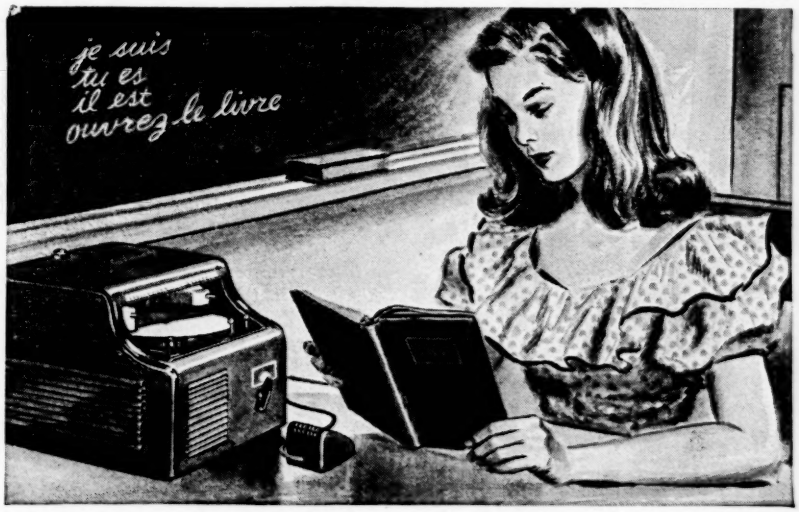
"But Claire, what am I going to do."

"Oh, that's just like you—always trying to do everything yourself. Your school's full of teachers. Why don't you see what they can do to help you?"

"I don't see what good that would do but—well, I'll ask tomorrow."

So it was that a half hour before the ringing of the tardy bell the next day found Edward Martin sidling into the domestic science room and exchanging "good-mornings" with Miss Watson. Edward could see that Miss Watson was both startled and amused at his obvious embarrassment, and so he stumbled at once into his story.

"Well," Miss Watson commented, not unsympathetically,



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when he had finished, "you are in a fix, aren't you? But what do you want me to do?"

"Why — in a few words, have one of your classes make a dress for Janice to wear. Can you do it?"

"I don't know. If I had known about it sooner—how long would we have?"

"Seven weeks, at least. What about the cloth? Do you have any?"

"Gracious, no. Do you think we keep material for a dress of that type on hand all the time? But I can get some. Send Janice up here after school, and I will measure her."

With renewed hope Edward Martin thanked Miss Watson. It was not until he had almost reached his room that he caught the full import of Miss Watson's remark. "Send Janice up here." That was what Miss Watson had said. But how was he to tell Janice, without letting her know he had found out her reason, without embarrassing her?

All day long the question disturbed him, so much so that in one class he inadvertantly called the heroine of *Ivanhoe* "Janice" instead of "Rowena," and in another he made the startling statement that Sir Launcelot wore a long white dress. Even when in the natural course of the school day Janice came in for her regular English class he could do no more than look at her in a way which he hoped was meaningful but which she, he feared, was interpreting as idiotic.

As closing time drew near, sheer desperation gripped Edward Martin. He must do something, and so he did. He had Janice called from her last period, which fortunately was a study period, and, when she came, simply said, as calmly as he could, that he wanted her to see Miss Watson. He noticed that she was puzzled, but he offered no additional explanation. As she left the room, he felt suddenly relieved, for now the whole matter was in the lap of fate. He had done his best to straighten the thing out; now he could only wait.

Even so, he was hardly prepared for the radiant Janice who swept into his room half an hour after school was over and said, "Oh Mr. Martin! That dress will be lovely!"

"So," Edward Martin hazarded, "you are — taking the part, after all."

"That's right."

"But what — did Miss Watson say?"

"Nothing. You see, I had already decided that I was being too silly about the part, because I could maybe borrow a dress or something. But I was still too proud to tell you. But when Miss Watson said you wanted me to have my measurements taken for the dress, I—well, I knew you had found out somehow what the matter was, and that it was going to be all right. And, Mr. Martin, I'll work just awfully hard to do the part right."

"I know you will, Janice. I—I can't tell you how glad I am that you've decided to take it.

It was with renewed joy in his work that Edward Martin, after Janice had left, sat down to the hour or two of paper-correcting that lay before him. Now he could put on the play as he had hoped; now Janice could show her ability; now, best of all, the nightmare of a student rebellion had vanished.

As he laid out the first batch of papers, however, a momentary doubt struck him. This crisis was over; the matter of the white dress was settled. But what would be next? With seven weeks to go, there was time for more trouble. And then he added to himself, "Well, what of it? If it weren't for things like this, teaching would would be humdrum routine. It's the human relations that make it interesting."

WHY TEACHERS GO CRAZY

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THERE are numerous factors operating to disturb the mental health of teachers. It is time that the teaching profession takes stock of these conditions if there is to be an influx of the necessary young blood into the field of teaching. Young people know the weaknesses of the profession as they know those of no other, and they are wondering what is to be done to overcome these weaknesses. The following is a brief account of some of the conditions considered detrimental to the mental health of teachers.

There is failure on the part of our teacher educating institutions to provide selection procedures that will give proper consideration to personal characteristics. Wise selection is essential for any profession. One wants to be proud of his associates.

The teacher is "*in* the community but not *of* the community." We need a greater understanding concerning the place of the teacher in the community. A survey of the number of "moves" educators have made since they began teaching would lend important data on this problem. How can a teacher serve a community well and yet not be a part of the community? What can be done to eliminate the shining example complex?

Along with community status is the question of professional status. In addition to knowing when to leave a community and still retain professional status, the teacher faces the factor of "suc-

XUM

cess." Must success mean leaving the position of teacher? Must one become an administrator to be considered a success? How many moves are necessary to attain success? Linked with success is age. Too often the teacher faces the "forcing out" process when he reaches fifty years of age.

Working conditions are frequently a source of irritation for teachers. The great amount of time spent on busy work and simple detail, all in the name of economy, causes some teachers to be upset. Then, too, the problem of discipline is too acute in some schools. Teaching is almost a sideline. Also, the overcrowded condition of classes poses many problems.

Failure on the part of some administrators to back their teachers has led to innumerable instances of teacher upsets. The gap that exists between the administrator and the teacher is sometimes so great that for all practical purposes these two persons are not in the same profession.

Salary schedules, tenure, leaves of absences, and retirements are, in general, inadequate. There is still too much school year paying for last summer's living.

The general feeling of public sympathy for teachers is most discouraging to teachers who really like to teach. A real public enlightenment should be brought about by the profession in this area if we are to progress professionally.

The above analysis of pertinent conditions concerning the teaching profession is made with the end in view that educators may take their rightful lead in overcoming these conditions. Let us consider professional ways of bringing about the necessary changes, for, we know that these conditions stand as a barrier to the young person who desires to teach. Let professional educators go to work on these problems. Perhaps these are more problems of the profession than they are of the community. Indeed, the answers may be found within the profession. It doesn't look as if they will be found outside the profession.

Already, many well-adjusted teachers have come to face the disturbing situations with positive approaches. Suggestions as to ways of maintaining good mental health are in order during these times of widespread teacher publicity. Teachers consider the following as important in bringing about good mental health:

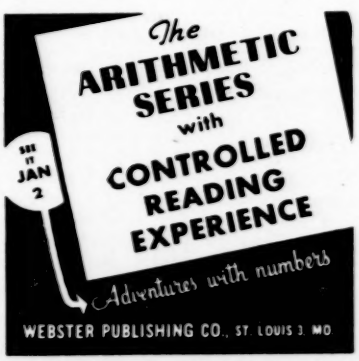
I. One needs to like to teach and to do so without maintaining the omniscient air of some teachers. A good sense of humor and realism, tempered with idealism, make for happiness in teaching.

II. One needs to be professional and to insist upon the importance of qualifications being followed. No apology need be made for knowing one's worth and expecting to be paid accordingly. It is good to develop wide professional interests and that feeling of "belongingness".

III. If one can obtain wide contacts in life and avoid restricting his contacts to teachers, it can do much to keep him adjusted to his environment and to aid him in developing broader interests.

IV. Recognizing and appreciating the abilities and accomplishments of colleagues can promote better teacher adjustment.

V. It is important that the teacher know a great deal about the community, the school administration, and the position before he accepts a teaching position in the community.



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The Answer Swappers

SESSION TWO

Direct Preparation For Civic Duties

For several years selected members of the senior class of the Montclair High School have engaged in two projects for the purpose of providing direct preparation for civic duties. In the one instance ten to twelve students have been selected each year to serve as speakers for the Community Chest, addressing various community groups on the annual needs of the organization. The other project has involved the selection of approximately a dozen students each week for a period of six weeks to visit certain departments of the Town government, each student representative reporting back on the observations and experiences of the visit to the other members of his class in United States History. In both situations it has been the purpose of the school to make the work of the classroom realistic.

The Community Chest speakers are selected by a faculty sponsor from a list of students furnished by junior English teachers. The chosen group meet early in the fall of their senior year with a representative of the Community Chest, which meeting is followed by a visit to some of the welfare agencies supported by the Chest. Speeches then are written by the student speakers with the advice of senior English teachers, and finally the papers are checked for factual material by the Chest representative. After the speakers are given some coaching on the presentation and delivery of their material, each student speaks to at least one and in some instances as many as three groups, the most typical of which would be P.T.A. meetings, service clubs, churches, school assemblies, and various types of club meetings. Judging from the reactions of the adult audiences, there seems to be unusual interest in the refreshing point of view of the young person; the students, needless to say, gain much from the whole experience which will be valuable to them.

The visits of seniors, who are selected each year from U. S. History classes for a period of six weeks to visit such town departments as Health, Police, Fire, Finance, Public Works, the Library, and the Board of Education are planned for the purpose of influencing these students to become better acquainted with their town government. At the same time, as might be expected, there is evidence of the development of good will among citizens and town employees as a result of this display of interest on the part of the school in the other town departments. Since a unit of work on municipal government is usually planned in senior History classes sometime during the first half of school, this project fits very satisfactorily into the course. The reports of the students who are selected for these visits to the other members of their classes and the discussion which follows provide the opportunity for students to consider practical problems of municipal government in the classroom.

HAROLD A. FERGUSON.
Principal,
Montclair (New Jersey) High School.

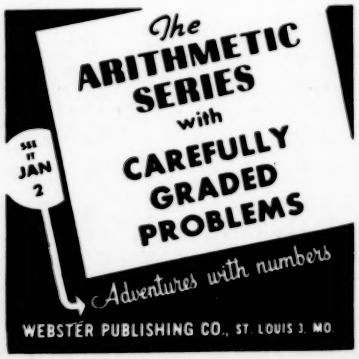
That Study Hall Pest

Walking into the library or the study hall, I frequently hear a teacher's reprimand to a disorderly student in tones that make me blush because I have similarly lost my temper under the same strain. I began to save wear and tear on my nerves when I adopted the following plan.

I would call the student to the desk and say something like this: "John, since you are not busy right now, I wonder whether you could help me with this job": whereupon I would give him a chair and ask him to alphabetize cards or copy lists or perhaps read off names while I wrote them in the book.

Pleasantly surprised, the pupil sits down to the task. His reaction will be one of two kinds. He may feel embarrassed sitting in front of the room; and he will henceforth keep busy enough to escape notice. On the other hand, he may enjoy doing a concrete job and feeling a rapport with the teacher that is engendered by working with her cooperatively; and in that case, she has found a valuable helper and made a friend.

There is always the student who will not study in study hall. We can keep him from disturbing others, we can keep him from wasting his time completely, and we can



encourage an emotional atmosphere that may lead him to eventual cooperation.

MERLE E. IRWIN.
Tilden Technical High School, Chicago.

Houses for Teachers

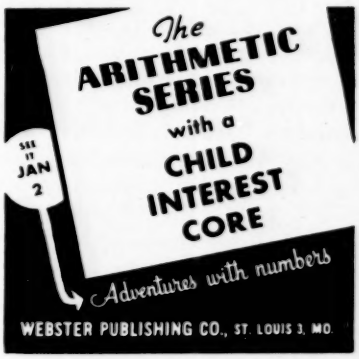
The Wapato School District is a consolidated district with a staff of 84 teachers and a total enrollment last year of 2600 students. This represented an increase of 30 teachers and 900 to 1000 students in a period of four years. The district was faced with the double problem of securing teachers and providing housing facilities for them. It was soon discovered that teachers would not accept contracts where no housing was available and since all efforts at interesting private capital in the problem failed, the issue was placed before the community to provide housing to be owned and operated by the district. This issue passed by a majority of 6 to 1 and placed $60,000 in the hands of the board through a general bond issue.

The board was able to erect thirteen units, ten of which consist of utility room, living room, kitchenette, bedroom and bath. These units contain approximately 500 square feet of space and are completely insulated. Each unit is a house by itself and is located on a lot 60′ x 125′. Three houses, somewhat larger, are of the two bedroom type and especially planned for teachers with families. All of the units are located on a city block, on land owned by the district.

These units are completely furnished including electric range, refrigerator, oil heat, hardwood floors, etc. Teachers rent the houses at current rates with the effort of the board trying to keep them as reasonable as possible. The smaller houses rent for $37 per month with no utilities included. These units will adequately house two teachers.

Needless to say the reception by teachers has been very enthusiastic and has resulted in a better staff and one willing to do a better job because they do have a modern, convenient place to live.

H. J. KRAMER.
Superintendent of Schools, Wapato, Washington.



New in Approach — New in Organization — New in Its Simplicity

THE WORLD'S HISTORY

by

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Erling M. Hunt

This is a truly world history. Even the ancient civilizations are, in the first unit, placed in a world framework, and in later units all the nations and regions are discussed as they contribute to world civilization. The book is organized, not by nations, but around the *forces* that have influenced the development of today's civilization. This limits the personalities, dates and events, and permits emphasis on what is important to understanding how the modern world has emerged out of the past.

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Movies And Mental Health

GEORGE K. MORLAN

Potentially *The Hucksters* could have a very salutary influence on the mental health of the enormous audiences that are seeing it, for the story portrays the growth of a man from the infantile sexual level of a woman-hound to that of a sexually mature individual who has concern for women as persons. Unfortunately, this theme doesn't quite come off, perhaps because Clark Gable looks like Clark Gable or because the widow he falls in love with is scarcely any more grown-up than he is. Without hesitating, she spends whole nights away from her delightful children, and later she leaves them to fly across the continent to be a moment with her prepotent lover. If we identify ourselves with her, as many must, neither our happiness nor our mental health can very well be helped, because both happiness and sanity, in the long run, are founded on a stable life and the fulfillment of responsibilities.

The story concludes on the important note that no amount of money can compensate for a job in which a man is always afraid. Unfortunately, this significant ending is also partially blacked-out by the hero's throwing away the rest of his money. As Harry Overstreet has pointed out, there are times when one should face misfortune with a light heart and perhaps an irresponsible gesture but this gesture merely seems silly as the climax of the story.

Mental hygiene generally stresses the negative aspects of emotions, but there is a positive side. Without variety and depth of feeling, there is no richness in personality or enjoyment. One of the best sources for cultivating healthful emotions is great music.

Carnegie Hall is packed with the world's greatest music, sung and played by great artists. Here is a treat to lift one's morale—which some psychologists believe is synonymous with mental health.

The portrayal of an obnoxious and neurotic domestic tyrant in *Life With Father* is dubious mental hygiene. Those who find Father's arrogant abuse of his servants amusing might well take stock of their own healthfulness. A sense of humor is a measure of sanity. It reveals a sense of balance, recognizing that some things are important and others are not. The inconsiderateness for servants, guests, wife, and children is scarcely so unimportant in the home as to be amusing. Father is disgusting, but since few people are likely to identify themselves with him, not many are likely to be injured—or helped by this film.

Unlike the commercialized schizophrenia of *The Hucksters*, *The Best Years of Our Lives* deals honestly with real situations in a healthful manner. There is the important reminder that happy marriages are not uninhibited dreams of felicity, but that they have often difficult times that have to be met and overcome. Well worth seeing—at popular prices.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Shall We Give Them Any Stars?

Certainly give them stars. Give them stars beginning in the kindergarten, and give them the equivalent of stars all through school. Probably nothing delights the heart of the kindergarten child so much as the red, blue or gold stars placed by the teacher on the child's first school paper.

A good many psychological high brows have been raised at the idea of artificial reward for good school work by pupils. It has been said that "Good school work is its own reward." Another familiar statement is that "To encourage pupils to strive for awards is to inculcate the practice of low aim rather than to inspire them to strive for high accomplishment because high accomplishment is worthwhile in itself."

The main reason why accomplishment is worthwhile is because it does br'ng reward. Life itself is a system of awards and rewards. A high school student who ranks near the top of his class has a much better chance to receive a college scholarship than one who is below the medium in class rank. Most university scholarships are awarded largely on the basis of high school marks.

What about the result of pupil failures, and the effect on the pupils? It is a sad and tragic thing to allow pupils to go out into life burdened with the tendency to fail rather than equipped with a capacity to succeed.

If I were a cynic I might say that life itself is a system of failure, and penalties for failure. That is not a good reason for having pupil failures. In fact, it is the best reason for an all out, continuous drive to prevent them.

Pupil awards should not be given for best achievement only. It is true in most life situations that rewards are attained by accomplishments that surpass those of the other fellow. But to teach pupils and reward them for their own best accomplishments, even if those accomplishments are not up to class "norm" is important because it will help them to be equipped with a tendency to succeed rather than burdened with a tendency to fail.

The News Digest

OF EDUCATION IN ACTION

More Bay State Cities Vote Equal Pay

BOSTON—Of 19 Massachusetts cities voting on equal pay for women teachers last month, 17 approved the measure. In Boston, the referendum was carried by an overwhelming majority and candidates backed by the teachers were elected to the School Committee.

Other cities voting equal salaries to women teachers were Somerville, Quincy, Medford, Revere, Melrose, Brockton, Worcester, Leominster, Everett, Haverhill, Chelsea, Springfield, Holyoke, Fall River, Marlboro, Westfield and Gardner. This gives the women equal pay in almost half of the state's 360 cities and towns. Only Newton and Waltham failed to approve the referendum.

Considerable legal red tape must be unsnarled before equal pay can take effect. Actually, all the voters of Boston did was to approve the principle of equal pay for men and women.

Teachers Call Off Pay Check Strike

DANBURY, CONN.—Danbury school teachers have called off their strike against pay checks.

They had refused to accept their pay since schools opened in protest to an increase which they contended was about 50 percent lower than they had been promised.

Recently, however, the Danbury Teachers Association representing about 150 members voted to accept the checks. The action came after the Board of Finance had approved a supplementary $79,000 budget to cover the higher raises sought by the teachers.

The additional raise will add one-and-three-quarter mills to the tax rate, town officials said.

The association also agreed to accept $2,200 as the minimum starting salary for teachers instead of the $2,400 it demanded originally.

Chicago Public Schools To Combat Prejudice

CHICAGO — Following recent racial disturbances in scattered parts of the city, Chicago school authorities are planning to broaden the present inter-cultural relations program being taught in classrooms.

Dr. Herold C. Hunt, school superintendent, proposes to set up a department head who will be responsible for a curriculum to foster better relations and understanding among the city's thirty-two nationalities.

Dr. Hunt plans to have the inter-cultural curriculum begin in kindergarten and follow through to graduation day from high school.

"Chicago's many nationalities are rich in culture," Dr. Hunt said. "I believe if we can have a successful exchange of these cultures, racial antagonisms will be greatly reduced."

The present program includes an English course in grade school titled "Going Along Together." It deals with cultural heritage of the different races. Another course includes several topics on achievements of the Negro.

Americanism bulletins are especially prepared for both grade and high school students. Movies, special songs, national dances, special radio programs, student forums and active leadership by each school's student council are also aimed at helping youngsters of varied races and creeds to understand each other.

Dr. Hunt said the present program provides a good basis for teaching inter-cultural relations. It will be strengthened however, to include active participation by many adult organizations.

One school official who has watched the program in operation for the past two years said students alone will not be able to overcome racial animosities.

"We don't have prejudices among our youngsters," he said. "Our troubles stem from the youngsters' home life, where parents often refute everything we try to teach them.

"The real fruits of this program will be felt when today's youngsters become adults of tomorrow. It's pretty hard to change some of our present adults' minds about prejudices."

Teachers Caught On History Test

DENVER—Colorado school children had the last laugh recently — their teachers averaged a failing grade of 67 on a test in American history.

The quiz wasn't particularly difficult. There were questions such as: Which side did the Tories favor in the American Revolution? Who assassinated Lincoln? And what do we call the first ten amendments to the Constitution?

About 100 teachers were chosen for the quiz at random from some 6,000 in town for the Colorado Education Association Convention. They were assured that their identities would be kept a deep, dark secret.

The twenty-five questions were lifted from a standard text used by Denver public schools.

The teachers' grades ranged as low as 20 out of a possible 100, or only five correct answers.

George Washington received credit for drafting the Declaration of Independence, single-handed. One teacher guessed that Robert E. Lee was President of the Confederate States, although the majority frankly didn't know who held that Civil War office.

About half of those tested by *The Rocky Mountain News* replied that "free education for all" was guaranteed in the Bill of Rights, which didn't even mention education.

Youth Wants Security In Community and Home

SPOKANE, WASH.—"A secure place in the community and the love of a family" is the goal of 69.8 per cent of the seniors in 154 high schools of this state who answered a questionnaire sent out by Washington State College. The questionnaire aimed at getting an over-all picture of young people just entering college or leaving high school.

Thirteen thousand young persons between 16 and 25 were tabulated with the help of a grant of the National Youth Commission. The work was done in cooperation with the high schools by L. J. Elias of Washington State College's rural sociology staff, which is headed by Dr. Paul H. Landis. Each inquiry listed more than 300 items and the final tabulation resulted in the recording of more than 1,000,000 item responses.

"The completed picture shows youth groping for security, and not enjoying complete happiness in its search," said Maynard Hicks, director of the news bureau at the college.

"The way to get the most out of life is to cooperate with others is the firm belief of six out of every 10, while two out of 10 would go farther and 'find opportunities to help other people.'

"Twenty-four and six-tenths per cent desire a job suited to ability with a chance to advance and 8.1 per cent want the praise and admiration of people!"

As for their country and world responsibility, the majority of the seniors believed that "The United States has more responsibility than any other nation toward the future peace." This was agreed to by 40.9 per cent.

"In a close second place, with 37.4 per cent of the group supporting it, was the view that the United States will have to go very cautiously about making promises in the United Nations organization concerning the atomic bomb, loans to foreign countries, giving up military naval bases, and so on."

Downey Heads Education Board

BOSTON — Dr. Walter F. Downey, principal of Boston English High School, has been unanimously elected chairman of the new Massachusetts Board of Education.

Dr. Alexander Brin, editor of the Jewish Advocate, was elected vice-president, and Miss Grace Buxton, journalism teacher at English High School in Worcester, secretary.

Dr. Downey was formerly State Commissioner of Education.

Jersey PTA Calls for Ample School Support

NEW YORK—The New Jersey Congress of Parent-Teacher Associations called upon the State Legisature "to levy such taxes as may be necessary to provide a complete program of education in all schools of the state." The recommendation was adopted by the 2,000 delegates as their objective for 1947-48 at the forty-seventh annual convention here.

The platform reaffirmed the view of the National Congress of Parents and Teachers that universal military training was unjustifiable, but that the nation should maintain a military force capable of backing up its international commitments.

Among other points, it advocated increased physical and mental health services; more libraries, playgrounds and recreation centers; medical, psychological and psychiatric services for juvenile offenders, and a broader program in public safety, including automobile driving training in every high school.

Electronics Equipment Given to Schools

CINCINNATI—Pennsylvania, Ohio and New York got the biggest portions if $24,000,000 worth of a wide assortment of electronics equipment given to secondary educational institutions and high scrools by the regional office of the War Assets Administration.

Thirty states shared in the distribution by carload lots for the cost of freight and handling. Pennsylvania took 27, Ohio 20 and New York 16 of the 200 carloads parceled out.

Distribution by states included: Massachusetts, 12 carloads; New Hampshire, 9; Connecticut, 6; Rhode Island, 4, and Maine, 2.

1948 List on Reading for Democracy

CHICAGO—Published by the Chicago office of the National Conference of Christians and Jews, the fourth annual Children's 'Reading for Democracy" book list is ready for distribution.

This year's foreword was written by Pearl Buck. All 36 books on the 1948 list deal broadly with intergroup cooperation.

For further information, write to Room 918, 203 North Wabash, Chicago 1.

Worse Teacher Crisis Hits Wisconsin

MADISON—With the teacher shortage in Wisconsin growing increasingly critical, more children will be taught this year by teachers unable to meet even the minimum requirements for state certification than were taught under such conditions at any time during the war. According to an announcement by the Wisconsin Education Association, approximately 4,000 permits must be issued to these teachers this year if all children there are to have instructors.

Judging by pre-war standards, the association reports, one teacher in five now is not qualified. Especially hard hit are the rural schools. In two rural Wisconsin counties there were no qualified teachers in one-room schools last year, and the situation elsewhere was equally serious.

Driver Classes Cut Traffic Toll

CHICAGO—Organizations striving to halt the nation's growing traffic fatality toll are putting increasing emphasis on the importance of attacking the problem at the roots. The idea is to teach safe driving to teen agers in high schools across the country. At the latest count, 5,521 of the 25,300 high schools offered classroom driver education, and 545 also provided actual behind-the-wheel instruction.

Analysis in several states and cities showed students who received such teaching fared better than those who did not. A report to President Truman's Highway Safety Conference cited the experience of a Western state (not named) where 90 percent of the schools adopted the program. Twenty-three teen age drivers were involved in fatal accidents in 1944. The number dropped to eleven in 1945, and to six in 1946.

XUM

U. of Va. to Back Adult Education Plan

CHARLOTTESVILLE, VA.—The University of Virginia must take the lead in setting up a state wide system of adult education, according to Colgate W. Darden, newly inaugurated president. With less than 25 percent of the state's high school graduates attending colleges, university leadership in providing an adequate program for the other 75 percent is essential, he said.

Mr. Darden is ready to mobilize the resources of the university behind a carefully prepared adult education plan. The institution will spread into every section of the state and will provide leadership in many ways. Community classes may be organized, as well as extension centers in adult education. The university intends to make members of its faculty available to women's clubs, civic groups or similar associations.

Not only will adult-education courses be offered for those who discontinued their formal schooling on the secondary level, but also for those who are college graduates and who want to keep pace with the many changes taking place today.

The experience at the University of Virginia as elsewhere with the veterans has shown the importance of adult education. Many students who were mediocre when they left for service have, since their return, developed into top-ranking scholars. They now are more mature and possess greater motivation. Adult education, if directed toward men and women who want to learn, will likewise show considerable response, Mr. Darden predicted.

Conference Outlines School Health Needs

HIGHLAND PARK, ILL.—Health is a primary objective of modern education, a Conference on the Cooperation of the Physician in the School Health and Physical Education Program, sponsored by the American Medical Association, concluded. More than 100 representatives from state departments of education, state departments of health, state education associations and state medical societies attended the conference here.

The conference urged that schools establish policies to ensure healthful school living conditions, appropriate health and safety instruction, and teachers with up-to-date preparation in health knowledge. The leaders agreed that schools alone cannot enable children to attain individual and community health goals; parents have the primary responsibility. School health policies must be formulated to achieve maximum cooperation both within each school and school system and between school and community.

Green Blackboards, Pastel Walls, Urged

BOSTON—Defects in school lighting and equipment are making Americans a race with bad posture and poor eyesight, Dr. Darell Boyd Harmon, director of the Texas State Health Department's division of education services, said at the Northeast Optometric Congress, here.

The most notable advance in senior-high-school social-studies texts in a decade:

WE, THE CITIZENS

Senior Problems in Civic Responsibilities

By JULIAN C. ALDRICH
Associate Professor of Education, New York University

and MARLOW A. MARKERT
Social Studies Dept., Jennings, Mo., High School

This long-needed book is recommended particularly for use as a basic text at any suitable point in the 11th and 12th grade social-studies sequence. Here at last is a text which the high school can use as an effective climax to all citizenship instruction received earlier by the pupil. This book was prepared to give pupils a final impetus toward more active citizenship, and an enthusiastic understanding of what that means. It offers pupils actual experiences in political activity and thinking, and participation in community betterment. Every social-studies teacher can use a personal copy of this first-text-of-its-kind, while it is being considered for adoption. Order your copy of WE, THE CITIZENS for 30-day free examination today! A postcard will do.

And now for the Table of Contents!

1. How to Be a Good Citizen
2. How to Cooperate with Civic Authorities
3. How to Analyze Issues
4. How to Be Active in Community Betterment
5. How to Protect Your Rights as a Citizen
6. How to Be Active in Community Politics
7. How to Be a Worker in Your Political Party
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He urged the junking of the traditional blackboard and the substitution for it in schoolrooms of a green writing board on which the teacher would write with yellow chalk. This would provide "the color least likely to cause eye strain," he said.

He also advocated decorating schoolrooms in light pastel colors which absorb instead of reflect light, natural color desks and seats, better control of daylight through special apparatus distributing it through the room, and better artificial lighting which would match the daylight distribution.

Teacher 'Internship' Proposed As Sorter

NEW YORK — One of the difficult jobs still facing the Board of Education here is the selection of teachers with personality characteristics that qualify them to train small children, according to Dr. Stephen F. Bayne, deputy superintendent of schools.

Especially on the elementary level, Dr. Bayne said, it was necessary to obtain teachers who understood children and sympathized with them. He held that pedagogical techniques were of secondary importance.

Dr. Bayne remarked that a teaching "internship" before grant of a permanent license might show whether a teacher had the necessary personality qualifications.

Remedial Reading Institute, February 2-6

PHILADELPHIA—Because of an unprecedented enrollment of 22,000 students, Temple University has found it necessary to have new dates for the annual institute on reading disabilities, to February 2 to February 6, inclusive. The 1948 institutes are part of a three-year evaluation program. The emphasis for this year will be placed on the *content area* approach.

Enrollment is limited by advance registration. This must be confirmed prior to the institute. For information, write to Dr. Emmett Albert Betts, Director of the Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

20,000 G.I. Patients Take Courses by Mail

WASHINGTON — Twenty thousand of the 92,000 patients in veterans' hospitals are studying correspondence courses ranging from college subjects down to elementary readin', writin' and arithmetic.

In some VA tuberculosis hospitals, up to 50 percent of the patients are taking advantage of a choice among 234 courses obtained from the U. S. Armed Forces Institute, at Madison, Wis.

Last year more than 2500 veterans earned high school diplomas while they were bedridden.

N. Y. State Colleges Show 8 P.C. Increase

ALBANY — New York colleges and universities are packed to the peaks of their ivied towers with an all-time high enrollment 8 percent above last year's record levels.

A recent survey showed 242,009 students registered in fifty-four major institutions, compared to 223,909 enrolled last year.

As one registrar put it: 'A year ago we were packed to the rafters. This fall we're packed to the tops of the roofs."

The percentage of veterans remained the same as last year, 45, although indications that the peak has been reached were seen in reports from several institutions that the number of veterans in freshman classes had declined sharply from last year.

Grins Between Grinds

TO HIM THAT HATH . . .

ECON. STUDENT—There's one thing I can't understand about banking.

SECOND STUDENT—What's that?

ECON. STUDENT—A bank will lend you all the money you want just as long as you can prove you don't need it.

RIGHT IN HIS LINE

Walking along the street in the local county seat, a man was attracted by frightened screams from a nearby kindergarten. He ran in to investigate, and found a frantic teacher with a small boy who had swallowed a quarter. Seizing the child by the heels, he held him up, gave him a few shakes, and the coin dropped to the floor. The grateful teacher was lost in admiration.

'You certainly knew how to get it out of him," she said. "Are you a doctor?"

"No, madam," the man replied. "I'm from the Internal Revenue Bureau."

CHANCES LOST

The Sunday School class was being examined by the pastor.

"What are the sins of omission?" he asked.

One little girl timidly raised her hand. "I think they're the sins we should have committed and didn't, sir."

PEACE REIGNED

FATHER—Willie, were you quiet at school today?

WILLIE—I'll say so! I went to sleep as soon as I got there, and the teacher said she'd punish anyone who woke me up.

A MOIST WELCOME

During the World War American soldiers in England refused to have their spirits dampened by the dense fogs.

The colonel of a regiment, making a night tour of a certain camp, was challenged by a sentry who had been standing at his post for two hours in a driving rain.

"Who goes there?" asked the sentry.

"Friend," replied the colonel.

"Welcome to our mist!" said the sentry.

FOR THE SECOND TIME

MOTHER—Now, Junior, be a good boy and say "Ah-h-h," so the doctor can get his finger out of your mouth.

WHICH WAY?

Tommy looked up from his book and asked, "Father, is it true that a man is known by the company he keeps?"

"Yes, sonny."

"Well, father," asked Tommy, "if a good man keeps company with a bad man, is the good man bad because he keeps company with the bad man, or is the bad man good because he keeps company with the good man?"

HOW DO I DO?

One psychology professor meeting another psychology professor, greeted him with, "Well, well. You're fine. How am I?"

HELP!

The most logical "boner" we've run across was made recently by a laborer in applying for a factory job. He struggled through an application form and came to the query: "Person to notify in case of accident." He wrote: "Anybody in sight."

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